

Shelf Pre-School

Inspection report for early years provision

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Inspection date	05/11/2009
Inspector	Helene Anne Terry

Setting address	Village Hall, Halifax Road, Shelf, HALIFAX, West Yorkshire, HX3 7NT
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Shelf Pre-School Playgroup was first registered in 1987. It has been registered at the current premises since 2009. The setting is organised by a voluntary committee of parents. It operates from purpose built playrooms in Shelf Village Hall, Halifax, West Yorkshire. Children have access to an outdoor play area. It is open each weekday during term time from 9am to 3pm. The playgroup is registered on the Early Years Register. A maximum of 30 children may attend at any one time. There are currently 42 children from two to five years on roll who attend for a variety of sessions. There are eight members of staff, six of whom hold relevant qualifications, including two with early years degrees and one with Qualified Teacher Status. There are two other staff working towards National Vocational Qualifications. The setting receives support from the local authority and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and enjoy their time at the well organised and safe setting. The experienced staff team provide the children with a wide range of worthwhile activities that support children well. This is an inclusive setting where each child is recognised as an individual and their needs are met. The monitoring and evaluation systems in place and the commitment of the staff ensure that they continually reflect on their practice and make improvements that benefit the children. As a result they show a good capacity to continually improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- devise systems for incorporating parents' comments into children's development records.

The effectiveness of leadership and management of the early years provision

Children are very well protected within the setting. Rigorous recruitment processes ensure that staff are vetted appropriately. Staff are aware of safeguarding issues owing to training that they have received and the manager, who is the designated safeguarding person within the setting, has experience of working with the local authority to protect children. Safeguarding policies and procedures are very clear and in line with the Local Safeguarding Children Board procedures. Staff effectively implement a wide range of policies and procedures and keep all records accurately, which ensures children's welfare and safety. A full risk assessment is regularly carried out to minimise the risks to children within the setting. As a result children

play in safe, secure environment. Resources are deployed well within the setting. Children freely access a very good range of resources and activities, enabling them to make choices and become active learners. Children's work and posters adorn the walls of the playrooms, making children feel welcome and boosting self-esteem.

Partnership with parents is good. They receive very good information about the setting through policies and procedures, information booklets, newsletters, displays and discussions with staff and their child's key person, to enhance continuity of care. Parents are also on the committee and have a good deal of input into how the setting is run. Parents receive sound information on the progress of their child, because they have access to their development records and have regular meetings with staff. Although staff obtain good information from parents about what their child can do on starting the setting, parents are not currently encouraged to be sufficiently involved in their children's learning by adding their own observations and comments about their child's progress in their achievement records. The parents are very positive about the staff and the setting. They appreciate the care their children receive and can see the progress they are making.

Staff have begun to make links with other providers where children attend, in particular with childminders. They are striving to make links with the local school. Staff work well with other agencies involved in enhancing the welfare of children. As a result children's individual needs are met well. Children are learning about their own community and wider society through using a comprehensive range of resources that promote diversity. Staff encourage families to celebrate and value their own cultures. They plan activities to familiarise children with their own cultures and those of others, to enable them to learn to respect people's differences and similarities.

There are good systems in place for self-evaluation and monitoring of the setting. Staff, parents and children are involved in the process, through meetings, discussions, questionnaires and a suggestion box. The setting is part of a quality assurance scheme with the local authority and they receive support from development workers. Management have identified areas for improvement for the coming year. For example, they are currently working on devising a website as a means of information for parents, to make the setting more environmentally friendly.

The quality and standards of the early years provision and outcomes for children

Children are learning about a healthy lifestyle and how to keep themselves safe. They confidently wash their hands - many children without prompting - before eating snacks and after some activities. Children are aware that they wash their hands 'to get rid of germs'. They happily help themselves to chopped fruit, vegetables and drinks from the café style snack area throughout the sessions. They show their independence as the three and four-year-olds pour their own drinks from the jugs on display. Children who stay for lunch enjoy a packed lunch prepared by their parents. Staff encourage parents to provide healthy meals and

use freezer packs to ensure meals stay fresh. Outdoor play is normally available daily; however, access to this area is currently restricted owing to new fencing being erected. Children learn that exercise to keep themselves fit is part of a healthy lifestyle and enjoy playing on the outdoor equipment as they learn to climb, run, kick balls and balance. Safety is a priority. They learn how to keep themselves safe through routines, activities and discussions. For example, as they make fireworks displays for bonfire night staff talk to the children about firework safety. Children take part in the regular fire drills so that they know what to do in an emergency and they enjoy learning about road safety through puppet shows and when on outings.

Children make good progress through the six areas of learning towards the early learning goals. Staff use effective planning that takes into consideration individual children's interests and stages of development. Staff undertake regular observations of the children to highlight what children can do, although not all of the children's files are kept up to date. Staff promote inclusivity within the setting and provide extra support for children with additional needs. The good range of continuous provision ensures that children make choices of what they want to do and staff incorporate children's suggestions into the routine. For example, a child suggested that they do the 'Bear Hunt' story. This was included into the day and all children took part enthusiastically. Staff support children well during their play encouraging children to become active learners and critical thinkers. For example, children are encouraged to think about where the best place is to stick the sticky tape to secure their fire work models and they then use positional language in their explanations. Children use numbers very well in their activities. They enjoy measuring objects in the playroom using the large tape measures, and can recognise numbers that they see in their environment. For example, three-year-olds take photographs of specific numbers that they see on the wall. They also delight in taking photographs of their friends during activities as they experiment using technology to find out how things work and happen.

Children use language well as they talk about their activities and families. They are also developing their literacy skills as they enjoy looking at books, and two-year-olds mark make drawing lines and circles whilst four-year-olds are beginning to form letters associated with their names. Children are active in their community and enjoy visiting the various shops to see what they sell. On these visits they experience using a variety of technology, such as photocopiers, barcode scanners and weighing machines. Children also learn about the world around them and different life cycles as they plant and grow vegetables and sun flowers. They enjoy being creative and using their senses as they play with paint, sand, water, dough and corn flour. They experiment using musical instruments and play imaginatively in various areas within the setting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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